

SENATE AMENDMENTS

2nd Printing

By: Aycock

H.B. No. 18

A BILL TO BE ENTITLED

AN ACT

relating to college and career readiness training for certain public school counselors and postsecondary advisors.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter A, Chapter 33, Education Code, is amended by adding Section 33.009 to read as follows:

Sec. 33.009. POSTSECONDARY EDUCATION AND CAREER COUNSELING ACADEMIES. (a) In this section, "center" means the Center for Teaching and Learning at The University of Texas at Austin.

(b) The center shall develop and make available postsecondary education and career counseling academies for school counselors and other postsecondary advisors employed by a school district at a middle school, junior high school, or high school.

(c) In developing academies under this section, the center shall solicit input from the agency, school counselors, the Texas Workforce Commission, institutions of higher education, and business, community, and school leaders.

(d) An academy developed under this section must provide counselors and other postsecondary advisors with knowledge and skills to provide counseling to students regarding postsecondary success and productive career planning and must include information relating to:

(1) each endorsement described by Section 28.025(c-1), including:

1 (A) the course requirements for each
2 endorsement; and

3 (B) the postsecondary educational and career
4 opportunities associated with each endorsement;

5 (2) available methods for a student to earn credit for
6 a course not offered at the school in which the student is enrolled,
7 including enrollment in an electronic course provided through the
8 state virtual school network under Chapter 30A;

9 (3) general academic performance requirements for
10 admission to an institution of higher education, including the
11 requirements for automatic admission to a general academic teaching
12 institution under Section 51.803;

13 (4) regional workforce needs, including information
14 about the required education and the average wage or salary for
15 careers that meet those workforce needs; and

16 (5) effective strategies for engaging students and
17 parents in planning for postsecondary education and potential
18 careers, including participation in mentorships and business
19 partnerships.

20 (e) From funds appropriated for that purpose, a school
21 counselor who attends the academy under this section is entitled to
22 receive a stipend in the amount determined by the center. A stipend
23 received under this subsection is not considered in determining
24 whether a district is paying the school counselor the minimum
25 monthly salary under Section 21.402.

26 (f) From available funds appropriated for purposes of this
27 section, the center may provide to school counselors and other

1 educators curricula, instructional materials, and technological
2 tools relating to postsecondary education and career counseling.

3 SECTION 2. This Act takes effect immediately if it receives
4 a vote of two-thirds of all the members elected to each house, as
5 provided by Section 39, Article III, Texas Constitution. If this
6 Act does not receive the vote necessary for immediate effect, this
7 Act takes effect September 1, 2015.

ADOPTED

Chad Perry

FLOOR AMENDMENT NO. 1

MAY 27 2015

BY: _____

Lacey Spaw
Secretary of the Senate

1 Amend H.B. No. 18 by striking all below the enacting clause
2 and substituting the following:

3 SECTION 1. Section 28.009(b), Education Code, is amended to
4 read as follows:

5 (b) The agency shall coordinate with the Texas Higher
6 Education Coordinating Board as necessary in administering this
7 section. The commissioner may adopt rules as necessary
8 concerning the duties under this section of a school district.
9 The Texas Higher Education Coordinating Board may adopt rules as
10 necessary concerning the duties under this section of a public
11 institution of higher education. A rule may not limit the number
12 of dual credit courses or hours in which a student may enroll
13 while in high school or limit the number of dual credit courses
14 or hours in which a student may enroll each semester or academic
15 year.

16 SECTION 2. (a) Subchapter A, Chapter 28, Education Code,
17 is amended by adding Section 28.015 to read as follows:

18 Sec. 28.015. PUBLIC OUTREACH MATERIALS TO PROMOTE
19 CURRICULUM CHANGE AWARENESS. (a) The agency shall develop
20 uniform public outreach materials that explain the importance and
21 outline the details of public school curriculum changes under
22 Chapter 211 (H.B. 5), Acts of the 83rd Legislature, Regular
23 Session, 2013, and subsequent associated decisions by the State
24 Board of Education. The agency shall make the materials
25 available to school districts.

26 (b) The materials developed under this section must:
27 (1) be available in English, Spanish, and Vietnamese;
28 (2) be in a form that would allow school districts to
29 mail the information to students and parents; and

1 (3) include an explanation of:

2 (A) the basic career and college readiness
3 components of each endorsement under Section 28.025(c-1);

4 (B) the curriculum requirements to gain automatic
5 college admission under Section 51.803; and

6 (C) applicable course, graduation plan, and
7 endorsement requirements for financial aid authorized under Title
8 3, including curriculum requirements for:

9 (i) the TEXAS grant as provided under
10 Subchapter M, Chapter 56;

11 (ii) the Texas Educational Opportunity Grant
12 Program as provided under Subchapter P, Chapter 56; and

13 (iii) the Texas B-On-time loan program as
14 provided under Subchapter Q, Chapter 56.

15 (c) This section expires September 1, 2018.

16 (b) The Texas Education Agency shall develop the materials
17 described under Section 28.015, Education Code, as added by this
18 section, no later than December 1, 2015.

19 SECTION 3. Subchapter A, Chapter 28, Education Code, is
20 amended by adding Section 28.016 to read as follows:

21 Sec. 28.016. INSTRUCTION IN HIGH SCHOOL, COLLEGE, AND
22 CAREER PREPARATION. (a) Each school district shall provide
23 instruction to students in grade seven or eight in preparing for
24 high school, college, and a career.

25 (b) The instruction must include information regarding:

26 (1) the creation of a high school personal graduation
27 plan under Section 28.02121;

28 (2) the distinguished level of achievement described
29 by Section 28.025(b-15);

30 (3) each endorsement described by Section 28.025(c-1);

31 (4) college readiness standards; and

1 (5) potential career choices and the education needed
2 to enter those careers.

3 (c) A school district may:

4 (1) provide the instruction as part of an existing
5 course in the required curriculum;

6 (2) provide the instruction as part of an existing
7 career and technology course designated by the State Board of
8 Education as appropriate for that purpose; or

9 (3) establish a new elective course through which to
10 provide the instruction.

11 (d) Each school district shall ensure that at least once in
12 grade seven or eight each student receives the instruction under
13 this section.

14 SECTION 4. Subchapter A, Chapter 33, Education Code, is
15 amended by adding Section 33.009 to read as follows:

16 Sec. 33.009. POSTSECONDARY EDUCATION AND CAREER COUNSELING
17 ACADEMIES. (a) In this section, "center" means the Center for
18 Teaching and Learning at The University of Texas at Austin.

19 (b) The center shall develop and make available
20 postsecondary education and career counseling academies for
21 school counselors and other postsecondary advisors employed by a
22 school district at a middle school, junior high school, or high
23 school.

24 (c) In developing academies under this section, the center
25 shall solicit input from the agency, school counselors, the Texas
26 Workforce Commission, institutions of higher education, and
27 business, community, and school leaders.

28 (d) An academy developed under this section must provide
29 counselors and other postsecondary advisors with knowledge and
30 skills to provide counseling to students regarding postsecondary
31 success and productive career planning and must include

1 information relating to:

2 (1) each endorsement described by Section 28.025(c-1),

3 including:

4 (A) the course requirements for each endorsement;

5 and

6 (B) the postsecondary educational and career
7 opportunities associated with each endorsement;

8 (2) available methods for a student to earn credit for
9 a course not offered at the school in which the student is
10 enrolled, including enrollment in an electronic course provided
11 through the state virtual school network under Chapter 30A;

12 (3) general academic performance requirements for
13 admission to an institution of higher education, including the
14 requirements for automatic admission to a general academic
15 teaching institution under Section 51.803;

16 (4) regional workforce needs, including information
17 about the required education and the average wage or salary for
18 careers that meet those workforce needs; and

19 (5) effective strategies for engaging students and
20 parents in planning for postsecondary education and potential
21 careers, including participation in mentorships and business
22 partnerships.

23 (e) The center shall develop an online instructional
24 program that school districts may use in providing the
25 instruction in high school, college, and career preparation
26 required by Section 28.016. The program must be structured for
27 use as part of an existing course.

28 (f) The center may access the P-20/Workforce Data
29 Repository established under Section 1.005(j-1) in developing
30 training, instructional programs, and technological tools under
31 this section and conducting related evaluations. The center may

1 be provided access to the data repository through collaboration
2 with the Texas Higher Education Coordinating Board or a center
3 for education research established under Section 1.005. The
4 agency and the coordinating board may not condition the center's
5 access to the data repository on agency or board review of the
6 proposed training, instructional programs, technological tools,
7 or related evaluations developed by the center.

8 (g) A teacher of a course described by Section 28.016(c)(2)
9 or (3) may attend an academy developed under this section.

10 (h) From funds appropriated for that purpose, a school
11 counselor who attends the academy under this section is entitled
12 to receive a stipend in the amount determined by the center. If
13 funds are available after all eligible school counselors have
14 received a stipend under this subsection, the center shall pay a
15 stipend in the amount determined by the center to a teacher who
16 attends the academy under this section. A stipend received under
17 this subsection is not considered in determining whether a
18 district is paying the school counselor or teacher the minimum
19 monthly salary under Section 21.402.

20 (i) From available funds appropriated for purposes of this
21 section, the center may provide to school counselors and other
22 educators curricula, instructional materials, and technological
23 tools relating to postsecondary education and career counseling.

24 (j) The center shall comply with any applicable provision
25 of the Family Educational Rights and Privacy Act of 1974 (20
26 U.S.C. Section 1232g) in performing its duties or exercising its
27 authority under this section.

28 SECTION 5. Section 130.008, Education Code, is amended by
29 adding Subsections (g) and (h) to read as follows:

30 (g) A course offered for joint high school and junior
31 college credit under this section must be taught by a qualified

1 instructor approved or selected by the public junior college.
2 For purposes of this subsection, an instructor is qualified if
3 the instructor holds:

4 (1) a doctoral or master's degree in the discipline
5 that is the subject of the course; or

6 (2) a master's degree in another discipline with a
7 concentration that required completion of a minimum of 18
8 graduate semester hours in the discipline that is the subject of
9 the course.

10 (h) Not later than the 60th day after receipt, a public
11 junior college shall approve or reject an application for
12 approval to teach a course at a high school that is submitted by
13 an instructor employed by the school district, organization, or
14 other person that operates the high school with which the junior
15 college entered into an agreement under this section to offer the
16 course.

17 SECTION 6. Section 303.003(b-2), Labor Code, is amended to
18 read as follows:

19 (b-2) In addition to the purposes described by Subsections
20 (b) and (b-1), in each state fiscal biennium, an amount of money
21 from the skills development fund not to exceed five percent of
22 the amount of general revenue appropriated to the skills
23 development fund for that biennium may be used as provided by
24 this subsection. Funds available to the commission from other
25 sources may also be used as provided by this subsection. Funds
26 may be awarded under this subsection to a lower-division
27 institution of higher education to be used under an agreement
28 with a school district, or to a school district to be used under
29 an agreement with a lower-division institution of higher
30 education, to support courses offered for joint high school and
31 college-level credit or offered under a college credit career or

1 technical education program that leads to an industry-recognized
2 license, credential, or certificate. Appropriate uses of funds
3 awarded under this subsection include purchasing or repairing
4 necessary equipment for a course and developing a course
5 curriculum. A course or program supported under this subsection
6 must:

7 (1) have the endorsement of, or a letter of support
8 from, at least one employer in this state; and

9 (2) be targeted to address the needs of high-demand
10 fields or occupations, as identified by the applicable local
11 workforce development board.

12 SECTION 7. Section 28.016, Education Code, as added by this
13 Act, applies beginning with the 2015-2016 school year.

14 SECTION 8. This Act takes effect immediately if it receives
15 a vote of two-thirds of all the members elected to each house, as
16 provided by Section 39, Article III, Texas Constitution. If this
17 Act does not receive the vote necessary for immediate effect,
18 this Act takes effect September 1, 2015.

ADOPTED

MAY 27 2015

FLOOR AMENDMENT NO. 2

Lacey Spaw
Secretary of the Senate BY: *Chris Ferry*

Amend the F.A.#1 amendment to H.B. No. 18 as follows:

(1) On page 1, line 17, between "or" and "hours", insert "semester credit".

(2) On page 1, on line 18, between "or" and "hours", insert "semester credit".

(3) On page 7, line 2, strike "or".

(4) On page 7, line 5, between "course" and the underlined period, insert the following:

; or

(3) for a course that is offered in an associate degree program and that is not designed for transfer to a baccalaureate degree program:

(A) a degree described by Subdivision (1) or (2);

(B) a baccalaureate degree in the discipline that is the subject of the course; or

(C) an associate degree and demonstrated competencies in the discipline that is the subject of the course, as determined by the Texas Higher Education Coordinating Board.

ADOPTED

MAY 27 2015

Atty Gen
Secretary of the Senate

FLOOR AMENDMENT NO. 3 amending

BY: *Clfy*

J.A.# 1 By:

1 Amend ~~H.B. No. 18~~ by adding the following appropriately
2 numbered SECTION to the bill and renumbering subsequent SECTIONS of
3 the bill accordingly:

4 SECTION _____. Subchapter A, Chapter 28, Education Code, is
5 amended by adding Section 28.017 to read as follows:

6 Sec. 28.017. COLLEGE READINESS MEMORANDUM OF
7 UNDERSTANDING. (a) Each school district shall enter into a
8 memorandum of understanding with at least one institution of higher
9 education to coordinate efforts in ensuring students are prepared
10 for postsecondary education opportunities. A memorandum of
11 understanding must:

12 (1) provide for joint professional development
13 opportunities for school counselors and academic advisors to
14 promote collaboration and support the creation of common practices
15 and terminology relating to college readiness;

16 (2) identify a common method of determining college
17 readiness;

18 (3) identify the pathways between the endorsements
19 under Section 28.025(c-1) that are available to students in the
20 school district and degree programs and fields of study relating to
21 those endorsements that are available at the institution of higher
22 education;

23 (4) develop tools based on the pathways identified
24 under Subdivision (3) for school counselors and academic advisors
25 to assist students in selecting a suitable program of study; and

26 (5) identify opportunities to increase the cost
27 efficiency of related programs in areas that include the following:

28 (A) technology;

29 (B) facilities and equipment;

1 (C) dual credit course staffing and
2 certification; and

3 (D) transportation.

4 (b) A school district and institution of higher education
5 shall annually review and update a memorandum of understanding
6 under this section.

ADOPTED

MAY 27 2015

FLOOR AMENDMENT NO. 5

Katay Spaw
Secretary of the Senate

BY: *Chad Feun*

FA# 1

Amend ~~C.S.H.B. No. 10~~ by adding the following appropriately numbered SECTION to the bill and renumbering subsequent SECTIONS of the bill accordingly:

SECTION ____ . Section 51.3062, Education Code, is amended by adding Subsections (u) and (u-1) to read as follows:

(u) An institution of higher education that administers an assessment instrument to students under this section shall report to each school district from which assessed students graduated high school all available information involving student scores and performance on the assessment instrument and student demographics.

(u-1) The board shall adopt rules as necessary to implement Subsection (u), including rules for implementing that subsection in a manner that complies with federal law regarding confidentiality of student medical or educational information, including the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. Section 1320d et seq.) and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), and any state law relating to the privacy of student information.

ADOPTED

MAY 27 2015

FLOOR AMENDMENT NO. 6

BY:

Larry Taylor
Secretary of the Senate

FA # 1 to HB 18

1 Amend ~~H.B. No. 18~~ by adding the following appropriately
2 numbered SECTION and renumbering subsequent SECTIONS of the bill
3 accordingly:

4 SECTION ____ . Sections 7.0561(b), (c), (d), and (j),
5 Education Code, are amended to read as follows:

6 (b) The Texas High Performance Schools Consortium is
7 established to inform the governor, legislature, State Board of
8 Education, and commissioner concerning methods for transforming
9 public schools in this state by improving student learning
10 through the development of innovative, next-generation learning
11 standards and assessment and accountability systems, including
12 standards and systems relating to career and college readiness.

13 (c) From among school districts and eligible open-
14 enrollment charter schools that apply using the form and in the
15 time and manner established by commissioner rule, the
16 commissioner may select not more than 30 [~~20~~] participants for
17 the consortium. The districts selected by the commissioner must
18 represent a range of district types, sizes, and diverse student
19 populations, as determined by the commissioner in accordance
20 with commissioner rule. To be eligible to participate in the
21 consortium, an open-enrollment charter school must have been
22 awarded a [~~an exemplary~~] distinction designation under
23 Subchapter G, Chapter 39, during the preceding school year.

24 (d) The number of students enrolled in consortium
25 participants may not be greater than a number equal to 10 [~~five~~]
26 percent of the total number of students enrolled in public
27 schools in this state according to the most recent agency data.

28 (j) The [~~With the assistance of the~~] school districts and
29 open-enrollment charter schools participating in the

1 consortium[~~, the commissioner~~] shall submit reports concerning
2 the performance and progress of the consortium to the governor,
3 ~~[and] the legislature, the State Board of Education, and the~~
4 commissioner not later than December 1 of each even-numbered
5 year[~~, 2012, and not later than December 1, 2014~~]. [~~The report~~
6 ~~submitted not later than December 1, 2012, must include any~~
7 ~~recommendation by the commissioner concerning legislative~~
8 ~~authorization for the commissioner to waive a prohibition,~~
9 ~~requirement, or restriction that applies to a consortium~~
10 ~~participant. That report must also include a plan for an~~
11 ~~effective and efficient accountability system for consortium~~
12 ~~participants that balances academic excellence and local values~~
13 ~~to inspire learning and, at the state level, contingent on any~~
14 ~~necessary waiver of federal law, may incorporate use of a~~
15 ~~stratified random sampling of students or other objective~~
16 ~~methodology to hold consortium participants accountable while~~
17 ~~attempting to reduce the number of state assessment instruments~~
18 ~~that are required to be administered to students. The~~
19 ~~commissioner shall seek a federal waiver, to any extent~~
20 ~~necessary, to prepare for implementation of the plan if enacted~~
21 ~~by the legislature. This subsection expires January 1, 2018.~~]

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

May 28, 2015

TO: Honorable Joe Straus, Speaker of the House, House of Representatives

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB18 by Aycock (Relating to college and career readiness training for certain public school counselors and postsecondary advisors.), **As Passed 2nd House**

Estimated Two-year Net Impact to General Revenue Related Funds for HB18, As Passed 2nd House: a negative impact of (\$18,259,500) through the biennium ending August 31, 2017.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2016	(\$12,656,000)
2017	(\$5,603,500)
2018	(\$5,603,500)
2019	(\$5,603,500)
2020	(\$5,603,500)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from <i>General Revenue Fund</i> 1	Change in Number of State Employees from FY 2015
2016	(\$12,656,000)	9.0
2017	(\$5,603,500)	9.0
2018	(\$5,603,500)	9.0
2019	(\$5,603,500)	9.0
2020	(\$5,603,500)	9.0

Fiscal Analysis

The bill would prohibit any limitation of the number of dual credit courses or dual credit course semester credit hours in which a high school student could enroll each semester or academic year.

The bill would require the Texas Education Agency (TEA) to develop uniform public outreach

materials in English, Spanish, and Vietnamese to explain curriculum changes.

The bill would require each school district to provide instruction to each 7th and 8th grade student on how to prepare for high school, college, and a career.

The bill would require The University of Texas at Austin's Center for Teaching and Learning to develop, implement, and evaluate an online, self-paced, modular professional development program for Texas public school counselors as well as educators with counseling responsibilities. Additionally, the bill would provide stipends paid to counselors and other educators that counsel secondary students.

The bill would require dual credit courses to be taught by qualified instructors approved or selected by the public junior college.

The bill would require a school district to partner with at least one institute of higher education (IHE) to provide joint professional development opportunities and collaboration for school counselors and academic advisors related to college readiness; identify common methods of determining college readiness; identify pathways from high school endorsements to available IHE degree programs and fields of study; develop tools based on pathways from endorsements to degree programs and fields of study to assist student in selecting suitable programs; and identify opportunities to increase cost efficiencies in technology, facilities and equipment, dual credit course staffing and certification, and transportation programs.

The bill would require public institutions of higher education to provide certain information to students and school districts regarding student performance on Texas Success Initiative assessment instruments.

The bill would add the State Board of Education (SBOE) to the group of those informed by the Texas High Performance Schools Consortium and would require an open-enrollment charter school to have been awarded a distinction designation during the preceding school year to participate in the consortium. The bill would increase the maximum number of students enrolled in consortium participants from 5 to 10 percent of the total number of students enrolled in public schools. The bill would require Consortium participants to submit performance and progress reports not later than December 1 of each even-numbered year. The bill would eliminate the need for the report to include commissioner recommendations, the inclusion of an accountability system for consortium participants, and the requirement that the commissioner seek a federal waiver if needed.

Methodology

Based on information provided by the Texas Education Agency, any costs associated with the bill could be absorbed within the agency's existing budget.

Based on information provided by the Texas Higher Education Coordinating Board, the bill could result in an increase in dual credit students at institutions of higher education. This increase could result in an additional cost to General Revenue due to increased formula costs for higher education beginning in fiscal year 2018; however, these costs are not considered significant.

Based on information provided by The University of Texas at Austin (UT Austin), implementing the provisions of the bill would require an additional 9.0 FTEs beginning in fiscal year 2016. Salary and benefit costs would total \$1,658,500 per fiscal year. The institution estimates first-year equipment and other operating expense costs of \$10,997,500 to develop content modules along

with purchase of equipment. Ongoing other operating expenses including counselor stipends are estimated to be \$3,945,000 per fiscal year.

Local Government Impact

School districts that currently pay the tuition and fees for students to attend dual credit courses would see increases in their costs if they selected to continue to pay for these costs. These costs could vary widely depending on participation. Districts that did not cover the cost of tuition and fees may see some administrative costs savings for students that attended additional dual credit course that were taught by the college and not by district staff.

It is anticipated that school districts would incur costs for materials, staffing, and developing new courses relating to the bill's provision requiring instruction to students in grade seven or eight in preparing for high school, college, and a career.

Related to provisions regarding the college readiness memorandum of understanding, local school districts would incur administrative costs, but would share these costs with IHEs. These costs would vary from school district to school district.

School districts participating in the Texas High Performance Schools Consortium would be required to submit performance and progress reports of the consortium to governor, the legislature, SBOE, and the commissioner not later than December 1 of each even-numbered year. School districts participating in the consortium could face costs related to submitting the required report.

Source Agencies: 701 Central Education Agency, 720 The University of Texas System Administration

LBB Staff: UP, JBi, DEH, AW, AM, JP

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

May 26, 2015

TO: Honorable Larry Taylor, Chair, Senate Committee on Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB18 by Aycock (Relating to college and career readiness training for certain public school counselors and postsecondary advisors.), **As Engrossed**

Estimated Two-year Net Impact to General Revenue Related Funds for HB18, As Engrossed: a negative impact of (\$13,259,499) through the biennium ending August 31, 2017.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2016	(\$7,655,999)
2017	(\$5,603,500)
2018	(\$5,603,500)
2019	(\$5,603,500)
2020	(\$5,603,500)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from <i>General Revenue Fund</i> 1	Change in Number of State Employees from FY 2015
2016	(\$7,655,999)	9.0
2017	(\$5,603,500)	9.0
2018	(\$5,603,500)	9.0
2019	(\$5,603,500)	9.0
2020	(\$5,603,500)	9.0

Fiscal Analysis

The bill would require The University of Texas at Austin's Center for Teaching and Learning to develop and make available postsecondary education and career counseling academies for counselors and other educational personnel. Additionally, the bill would provide stipends paid to counselors and other educators that counsel secondary students.

Methodology

Based on information provided by The University of Texas at Austin, the fulfilling the provisions of the bill would require an additional 9.0 FTEs beginning in fiscal year 2016. Salary and benefit costs would total \$1,658,500 per fiscal year. The institution estimates first-year equipment and other operating expense costs of \$5,997,500 to develop content modules along with purchase of equipment. Ongoing other operating expenses including counselor stipends are estimated to be \$3,945,000 per fiscal year.

Local Government Impact

No significant fiscal implication to units of local government is anticipated.

Source Agencies:

LBB Staff: UP, JBi, DEH, JP

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

April 13, 2015

TO: Honorable Jimmie Don Aycock, Chair, House Committee on Public Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB18 by Aycock (Relating to college and career readiness training for certain public school counselors.), **As Introduced**

Estimated Two-year Net Impact to General Revenue Related Funds for HB18, As Introduced: a negative impact of (\$2,666,616) through the biennium ending August 31, 2017.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2016	(\$1,830,267)
2017	(\$836,349)
2018	(\$850,698)
2019	(\$865,320)
2020	(\$880,219)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund
	1
2016	(\$1,830,267)
2017	(\$836,349)
2018	(\$850,698)
2019	(\$865,320)
2020	(\$880,219)

Fiscal Analysis

The bill would require the Commissioner of Education to develop postsecondary education and career counseling academies for school counselors employed in a middle school, junior high school, or high school.

The bill would require the Commissioner to solicit input from school counselors, the Texas Workforce Commission (TWC), institutions of higher education (IHEs), and business and community leaders when developing the academies. The bill would require the academies to include information about endorsements, alternative methods for earning credits not offered at school, academic performance requirements for admission to an IHE, regional workforce needs, and how to engage students and parents in postsecondary and career planning.

The bill would provide counselors attending the academies with a stipend. The bill would require the amount of the stipend, as determined by the Commissioner, to not be considered in determining the minimum salary for a teacher.

The bill would take effect September 1, 2015, or immediately if passed with the necessary voting margins.

Methodology

Providing postsecondary education and career counseling academies in the grades specified in the bill would result in a cost of \$1.8 million in fiscal year 2016 due to initial development costs, \$836,349 in fiscal year 2017, and would increase to \$880,219 in fiscal year 2020.

The Texas Education Agency (TEA) estimates the postsecondary education and career counseling academies would be two days long and would provide a \$125 stipend per day for each counselor that attended an academy. Based on information provided by TEA, the 2014-15 Public Education Information Management System (PEIMS) data indicated 11,637 full-time equivalent (FTE) counselors statewide. This estimate assumes that 2,965 counselors (25 percent of the counselors statewide) would attend the academies in fiscal year 2016, increasing to 3,196 counselors in fiscal year 2020. Beginning in 2017, this estimate assumes the population of counselors would grow annually at approximately 1.9 percent based on a comparison of PEIMS FTE data. The estimated annual cost of stipends would be \$741,250 (2,965 counselors x \$125/day x 2 days) in fiscal year 2016, and would increase to \$799,000 in fiscal year 2020 (3,196 counselors x \$125/day x 2 days).

Based on information provided by TEA, postsecondary education and career counseling academy content development would cost \$1.0 million in fiscal year 2016.

This analysis estimates that one FTE would be required to assist with the development and implementation of the postsecondary education and career academies. The estimated cost of the FTE, including salary, benefits, and other operating expenses, would be \$89,136 in fiscal year 2016 and \$81,136 in subsequent years.

Local Government Impact

School districts could incur additional costs in the form of contributions to the Teacher Retirement System (TRS) Trust Account for counselors attending the academies since the stipend authorized by the bill would be considered creditable compensation. School districts may incur costs for substitutes while counselors attend the academies. Costs could vary widely among districts.

Source Agencies: 320 Texas Workforce Commission, 701 Central Education Agency, 781 Higher Education Coordinating Board, 323 Teacher Retirement System

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